R. C. Lipscomb Elementary School

2014-15 School Improvement Plan

R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	52%

Alternative/ESE Center	Charter School	Minority
No	No	27%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of R.C. Lipscomb Elementary is to encourage students to make the most of their potential; to become independent thinkers and lifelong learners; and to produce self-reliant, productive citizens.

Provide the school's vision statement

We envision a school where children are placed first. Our school is a loving and nurturing environment which emphasizes student performance and rewards it. It is a safe and orderly environment with guidelines and procedures that bring out the best in each child. R.C. Lipscomb Elementary is a place where parents, grandparents, and volunteers from all aspects of the community work toward one common goal of helping children achieve.

Our vision is one where learning is fostered through innovative and engaging techniques and ideas. R.C. Lipscomb Elementary is a place where developmentally appropriate activities are offered to students in such a manner as to foster the best academically in each child. It is a place where music, art, and P.E. are integrated with other forms of art and culture to enhance learning. It is a value rich environment where core values are lived and demonstrated by example. It is a place where administrators, teachers, and parents set standards and help students live up to those standards. It is a place where technology is integrated into the total curriculum. Finally, R.C. Lipscomb Elementary is a place that leads the way in every aspect of the educational program.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

R.C. Lipscomb fosters many cultures through daily instruction and the arts program. Students participate in programs that teach different cultures through music, visual and performing arts, and also through cultural programs within the classroom. The reading and social studies curriculum introduces many cultural backgrounds, which fosters relationships within the school setting. If a parent is in need of an interpreter for school related meetings, we coordinate to provide the needed service. At R.C. Lipscomb we protect the rights of all students and respect cultural differences. We use these differences to set a foundation for increased learning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

R.C. Lipscomb implements a School Wide Behavior Management Plan designed by a school-based team. The design of the plan, by a school based team, ensures the needs of the individual school environment are being monitored and implemented. This also insures that we are creating an environment that demonstrates a feeling of safety and respect based on the demographics of the school.

The plan states school expectations for both staff and students. At R.C. Lipscomb Elementary, students are instructed to be responsible, orderly, amiable and respectful. Each staff member and student is trained in the prevention and reporting of bullying behaviors. Students are recognized for positive behaviors and honored at an assembly for demonstrating leadership qualities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

It is the goal of R.C. Lipscomb Elementary that each student is given the opportunity to participate in the class environment without interruption. We strive to have all students remain in the classroom for minor violations of school expectations. Teachers have been given instruction in developing a classroom behavior system. If classroom interventions deem unsuccessful, a request for guidance to observe the student is completed. Upon completion of an observation, the teacher is provided with strategies to implement within the classroom setting. Each staff member has been trained in building a rapport with students and differentiating instruction to produce positive behaviors, which in turn increase overall instructional time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

R.C. Lipscomb provides mentors to at risk students. These students meet with their mentor once a week. Students gain skills within independence and leadership. Students who are in need of a more therapeutic setting are referred to guidance for counseling. The school counselor then makes the decision if the student qualifies for counseling by a medical based provider. Our counseling team aids in the process of preparing and sending the needed documentation, in order schedule the counseling sessions. Students who are in need of social skills may be requested to participate within a social skills group. Social skills group instructs and fosters appropriate peer and teacher social interactions. If the student's social-emotional needs are beyond what can be provided in the general education setting, the parents and school work together to form a plan that is appropriate for the student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Student attendance and behavioral reports are reviewed each district grading period.
Any student who accumulates five unexcused absences within a thirty day period or ten days within ninety calendar days, is referred to the attendance child study team. This includes contact with our school social worker, who will visit with the guardians to discuss attendance concerns. If attendance issues continue to be a concern, the school social worker will report the information to the approbate state office.
Any student who demonstrates a pattern of negative behaviors, that have resulted in a suspension, are referred to the behavior team. The team collects information to determine if the student demonstrates a pattern of negative behaviors. If a pattern is observed, the RTI process will be initiated to address behavioral needs.
Students who demonstrate failure within ELA or mathematics, as well as students who score a Level 1 on statewide standardized test, will be placed in the RTI process. This ensures that students receive all necessary and appropriate academic supports.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	3	16	11	9	13	20	72
One or more suspensions	0	2	0	0	2	0	4
Course failure in ELA or Math	0	4	1	3	3	5	16
Level 1 on statewide assessment	0	0	0	5	25	29	59

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	2	1	2	5	11	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified by the early warning system will be recommended for the RTI process. Students who engage in behavioral concerns will be placed in the RTI process for behavior. The behavior team will also provide behavioral strategies to implement within the classroom and the bus. These strategies will be based on observation of the student, and his or her academic environment. Students who have excessive absences will be referred to our attendance child study team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our school offers several opportunities for parental involvement. These include literacy nights, book fairs, movie night, science night, art gallery night, kindergarten/first grade parent night, and Grandparent associated activities. This list is not all inclusive.
Our parental involvement target this year is to increase parent nights by offering additional grade level specific opportunities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school currently has 18 business partners. The assistant principal serves as a liason between the school and partners. Our partners provide volunteers, mentors, and donations that help our school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Moorhead, Rhonda	Teacher, K-12
Martin, Cindy	Teacher, K-12
Monk, Kathy	Teacher, K-12
Quarells, Barbara	Assistant Principal
Sanders, Susan	Principal
Robinson, Gina	Teacher, K-12
Smith, Barb	Teacher, K-12
Sewell, Sara	Teacher, K-12
Tart, Candace	Teacher, K-12
Ritchie, Jody	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/Assistant Principal: Facilitates monthly Leadership Team meetings. During these meetings, information is disseminated and discussed with the team. The team makes decisions if needed on various topics. Discussions also include safety and any grade level concerns. Analyze school data and provide a common vision for the use of data-based decision making.
General Education/ESE Teacher: Provides information about the core instruction and participates in student data collection. Participates in discussions and makes decisions for school. Disseminates information to grade level. Shares concerns from grade level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will function as a Professional Learning Community that will help everyone at our school learn, implement, support, and share ideas related to RTI/MTSS and student improvement.
The Leadership Team will meet monthly to :
*Review policies and procedures, discuss items to be shared from various curriculum departments at grade level meetings.
*Develop and conduct professional development throughout the school year
* Spend time analyzing school Reading, Math, and Behavior data.
*Attend and support RTI/MTSS Tier meetings to ensure implementation of RtI/MTSS is effective and strategies are implemented with fidelity.
At R.C. Lipscomb School the MTSS problem solving process is used in developing and implementing the school improvement plan by designing the goals and strategies to meet the needs of all students. Administration will conduct daily walk throughs to ensure that teachers are engaging students and

teaching from bell to bell. Small groups will be enhanced by the use of teacher assistants and inclusion ESE teachers. Funding will be used to purchase supplies and materials needed to increase student achievement and to purchase additional support personnel.

R. C. Lipscomb received Title 1 Grant money for the 2014-2015 school year. We received $ 74,384.00 which will be used to purchase a .50 technology person, staff development, supplies, pay for substitute teachers for staff development , software, and parent involvement activities.

Services for migrant children are provided by the district Title 1 office. After thorough checking of the Migrant Student information Exchange (MSIX) system and our local student data base we have determined that there are 9 migrant children at R.C. Lipscomb Elementary. We provide small group differentiated instruction to these students in the areas of reading and math.

Services to neglected and delinquent students are provided by various district- oriented programs. These services are overseen by the Title 1 office. Our school does not serve Title 1, Part D students. Professional development is offered at both the school and the district level.

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zone school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate or are currently working on it. Our school is not an ESOL center, but we serve 4 ELL students in grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 4 students at our school. This teacher assists both the classroom teacher and the ELL student.

The school works with the district's Homeless Coordinator to provide resources(clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office. SAI monies are used for school supplies and technology.

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. in addition, our district has launched the "Bullying" reporting website where bullies may be reported anonymously.

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

This is offered at the district level and overseen by the Title 1 District office. This program is not applicable to our school.

We are not a "Head Start" school.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Susan Sanders	Principal
Kimberly Gideon	Parent
Cathy Konopka	Parent
Patricia Martin	Teacher
Brenda Sinquefield	Teacher
Lesley Davis	Parent
Iesha Johnson	Parent
Tiffany Nguyen	Parent
Anessa Flannigan	Parent
Delores Warren	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviews and provides feedback on whether last year's school improvement plan was successful.

Development of this school improvement plan

The School Advisory Council provides input for the school improvement plan.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and provides input.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds were appropriated for the 2014-2015 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dorsett, Melissa	Instructional Media
Marsh, Katie	Teacher, K-12
Miller, Tammy	Teacher, K-12
Strength, Katie	Teacher, K-12
Sanders, Susan	Principal
Quarells, Barbara	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the Literacy Leadership Team are:
1. To educate and train our teachers on the Florida State Standards.
2. To provide information and assistance with ELA.
3. To promote school-wide reading (AR program)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have common planning time. In addition, each grade level meets once a week. We also have co-teaching classes on every grade level. Teachers attend various training and then facilitate training with their peers. Team building activities are planned with the entire faculty to encourage relationships across grade levels.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At R.C. Lipscomb we hire In- Field teachers. Our school assigns consulting teachers for first year teachers. We also assign veteran teachers to experienced teachers new to the school work site (mentors/buddy). Our school also utilizes START teachers for novice teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor Name/Mentee Assigned:
Sarah Hijuelos/Jody Ritchie
Laura Wesley/Michel (START Teacher) Jody Ritchie(Work site mentee)
Megan King/Michel (START Teacher) Alicia Stone (Work site mentee)
Amanda Spurlock/Theresa Lee (START Teacher) Beth Ann Guerra (Work site mentee)
Sarah Hijuelos is an experienced teacher new to R.C. Lipscomb Elementary School. Mrs. Ritchie is an ESE teacher. She is very knowledgeable and will support Mrs. Hijuelos in all areas of teaching.
Laura Wesley is a beginning teacher. Ms. Wesley will go through the START program this year. She is assigned Mrs. Michel as her consulting teacher. Ms. Wesley has also been assigned Mrs. Jody Ritchie as a work site mentee. Both Mrs. and Mrs. Ritchie are very knowledgeable and will support Ms. Lee in all areas of teaching.
Megan King is a beginning teacher. Ms. King will go through the START program this year. She is assigned Mrs. Michel as her consulting teacher. Ms. King has also been assigned Mrs. Alicia Stone as a work site mentee. Both Mrs. and Mrs. Stone are very knowledgeable and will support Ms. King in all areas of teaching.

Amanda Spurlock is a beginning teacher. Ms. Spurlock will go through the START program this year. She is assigned Mrs. Lee as her consulting teacher. Ms. Spurlock has also been assigned Mrs. Beth Ann Guerra as a work site mentee. Both Mrs. Lee and Mrs. Guerra are very knowledgeable and will support Ms. Spurlock in all areas of teaching.

The mentor and mentee meet bimonthly in a professional learning community to discuss evidence-based strategies to use in the classroom. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.

The consulting teacher will meet often with the START teacher. The consulting teacher will follow district guidelines and strategies of the START program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core textbooks are adopted by the district and are aligned to Florida standards. The school district has provided pacing guides for each core subject as well.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use multiple forms of data to differentiate instruction to meet the diverse needs of students, however one of the main focuses this year will involve data gathered from Discovery Education. Teachers from each grade level use data obtained through Discovery Education to guide instruction. Teachers use probes created by other teachers or they create their own to meet the needs of struggling students as well as those that are on or above grade level. Theses probes help students strengthen the areas where they are weak in reading, math or science. Teachers may also use a previously used data bank of questions to help students study particulars of standards. Teachers may choose games within Discovery Education for students to play that strengthen areas where they may be weak. Additionally, teachers may choose to group students in heterogeneous groups, using Discovery Education data, so that students may learn from each other.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program
Minutes added to school year: 0

Teachers participate in grade level meetings weekly to plan and attend professional development opportunities after school.

Strategy Rationale

As teachers plan together, they learn from each other as they share ideas, experiences and materials. They discuss what has worked as well as what has not worked with students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sanders, Susan, ssanders@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will collect DE data and compare the first assessment to the last assessment for reading, math and science this school year.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

R. C. Lipscomb Elementary does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through Escambia County Readiness Coalition and the Escambia County School District at selected locations. Children that are enrolled at local preschools, such as Headstart, are given the opportunity to come and visit in our Kindergarten classes.
This past spring, our school offered "Kindergarten Story Time" for upcoming kindergarten students. These students were read a story by some of the kindergarten teachers. They also toured the school and took a bus ride on the bus ramp area. The administration gave the parents registration requirements and information about R.C. Lipscomb Elementary School.
Our kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with the surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.
Many of our Kindergarten students have not had Pre-K experience. This means that our Kindergarten teachers have to back up their curriculum to meet the needs of the children coming into our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement

G2.   Increase daily attendance

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement [1a]

Targets Supported [1b]

G042887

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
FSA - English Language Arts - Proficiency Rate	74.0
FSA - Mathematics - Proficiency Rate	65.0

Resources Available to Support the Goal [2]

- Adopted curriculum

- District-Level Support in all subject areas/Area Specialists

- Availability of teacher training by Professional Learning Department

- Online Resources

Targeted Barriers to Achieving the Goal [3]

- Student Attendance specifically with lower quartile students. Tardiness and early checkouts.

- Traditional teaching methods

- Limited understanding of how to use a variety of data to drive instruction

Plan to Monitor Progress Toward G1. [8]

Attendance will be monitored for the four weeks following parent contact from administration to assure student attendance has improved.

Person Responsible
Barbara Quarells

Schedule
Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion
Improved attendance

Plan to Monitor Progress Toward G1. [8]

Quarterly DE reports and testing results at the end of the year

Person Responsible
Susan Sanders

Schedule
Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion
Student growth and yearly progress

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs and E3

Person Responsible
Susan Sanders

Schedule
Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion
Increased student engagement in classrooms

G2. Increase daily attendance 1a

🔑 G042888

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	7.0

Resources Available to Support the Goal 2
- School-Wide Behavior Management Plan Team
- Attendance incentives

Targeted Barriers to Achieving the Goal 3
- Student motivation

Plan to Monitor Progress Toward G2. 8

Will review data weekly for tracking toward improvement of daily attendance

Person Responsible
Amber Nims

Schedule
Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion
School-Wide Behavior Management Plan

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement `1`

🔑 G042887

G1.B1 Student Attendance specifically with lower quartile students. Tardiness and early checkouts. `2`

🔑 B104791

G1.B1.S1 Teacher will contact administration when student has been absent, tardy or checked out early creating a pattern of concern. `4`

🔑 S115990

Strategy Rationale

When students miss time in school if affects academic and social aspects of education, therefore students must be encouraged to attend school. Bell to bell instruction is of utmost importance in learning.

Action Step 1 `5`

Teachers communicate with parents when they first notice a pattern of attendance concerns. They then contact administration for assistance if student attendance does not improve.

Person Responsible

Barbara Quarells

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Attendance reports through FOCUS

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Teachers will print reports from FOCUS.

Person Responsible

Barbara Quarells

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Improved student attendance

Person Responsible

Barbara Quarells

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teachers submit documentation using absence reconciliation report. Administration will process and send confirmation of contact to teacher.

G1.B3 Traditional teaching methods 2

🔑 B104793

G1.B3.S1 Increase student engagement. 4

🔑 S121137

Strategy Rationale

When students are fully engaged in learning, their skills retention and achievement will increase.

Action Step 1 5

Teachers will participate in professional development on Kagan Strategies.

Person Responsible

Susan Sanders

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Inservice sign-in sheet

Action Step 2 5

Teachers will participate in professional development on Marcia Tate strategies.

Person Responsible

Barbara Quarells

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Inservice sign in sheet

Action Step 3 `5`

Teachers will participate in professional development on Visible Learning innovations/influences.

Person Responsible

Susan Sanders

Schedule

Semiannually, from 11/3/2014 to 5/29/2015

Evidence of Completion

Inservice sign in sheet.

Action Step 4 `5`

Teachers will participate in professional development on Whole Brain Strategies.

Person Responsible

Barbara Quarells

Schedule

On 1/5/2015

Evidence of Completion

Inservice sign in sheet.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Professional development will take place according to the schedule.

Person Responsible

Susan Sanders

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Administration will attend all professional development.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom walkthroughs/E3

Person Responsible

Susan Sanders

Schedule

Daily, from 10/1/2014 to 5/29/2015

Evidence of Completion

Observations of strategies being implemented to increase student engagement.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom walkthroughs/E3

Person Responsible

Barbara Quarells

Schedule

Daily, from 10/1/2014 to 5/29/2015

Evidence of Completion

Observations of strategies being implemented to increase student engagement.

G1.B5 Limited understanding of how to use a variety of data to drive instruction [2]

G1.B5.S1 Offer a variety of DE Trainings [4]

Strategy Rationale

Teachers will have a better understanding of how to access, interpret, and utilize DE data to drive instruction.

Action Step 1 [5]

Offer a variety of DE training options

Person Responsible

Susan Sanders

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Data Notebooks

Plan to Monitor Fidelity of Implementation of G1.B5.S1 [6]

DE training will take place according to the schedule.

Person Responsible

Susan Sanders

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Administration will attend trainings.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Data discussions at grade level and leadership meetings

Person Responsible

Susan Sanders

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Student Scores

G2. Increase daily attendance `1`

🔍 G042888

G2.B3 Student motivation `2`

🔍 B104796

G2.B3.S1 The School-Wide Behavior Management Team will develop a plan incorporating student incentives for individual classrooms to increase daily incentives. `4`

🔍 S115991

Strategy Rationale

Incentives will motivate students.

Action Step 1 `5`

Will increase daily attendance by incorporating class incentives.

Person Responsible

Amber Nims

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased daily attendance on quarterly report

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Will provide data on daily attendance on the School-Wide Behavior Management Plan

Person Responsible

Amber Nims

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School-Wide Behavior Management Plan

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Will review attendance data

Person Responsible

Amber Nims

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School-Wide Behavior Management Plan

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers communicate with parents when they first notice a pattern of attendance concerns. They then contact administration for assistance if student attendance does not improve.	Quarells, Barbara	10/1/2014	Attendance reports through FOCUS	5/29/2015 monthly
G2.B3.S1.A1	Will increase daily attendance by incorporating class incentives.	Nims, Amber	8/18/2014	Increased daily attendance on quarterly report	5/29/2015 weekly
G1.B3.S1.A1	Teachers will participate in professional development on Kagan Strategies.	Sanders, Susan	10/1/2014	Inservice sign-in sheet	5/29/2015 monthly
G1.B5.S1.A1	Offer a variety of DE training options	Sanders, Susan	10/13/2014	Data Notebooks	5/29/2015 quarterly
G1.B3.S1.A2	Teachers will participate in professional development on Marcia Tate strategies.	Quarells, Barbara	8/18/2014	Inservice sign in sheet	5/29/2015 monthly
G1.B3.S1.A3	Teachers will participate in professional development on Visible Learning innovations/influences.	Sanders, Susan	11/3/2014	Inservice sign in sheet.	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A4	Teachers will participate in professional development on Whole Brain Strategies.	Quarells, Barbara	1/5/2015	Inservice sign in sheet.	1/5/2015 one-time
G1.MA1	Attendance will be monitored for the four weeks following parent contact from administration to assure student attendance has improved.	Quarells, Barbara	10/1/2014	Improved attendance	5/29/2015 monthly
G1.MA2	Quarterly DE reports and testing results at the end of the year	Sanders, Susan	10/13/2014	Student growth and yearly progress	5/29/2015 quarterly
G1.MA3	Classroom walkthroughs and E3	Sanders, Susan	8/18/2014	Increased student engagement in classrooms	5/29/2015 daily
G1.B1.S1.MA1	Improved student attendance	Quarells, Barbara	10/1/2014	Teachers submit documentation using absence reconciliation report. Administration will process and send confirmation of contact to teacher.	5/29/2015 monthly
G1.B1.S1.MA1	Teachers will print reports from FOCUS.	Quarells, Barbara	10/1/2014	Attendance reports	5/29/2015 monthly
G1.B3.S1.MA1	Classroom walkthroughs/E3	Sanders, Susan	10/1/2014	Observations of strategies being implemented to increase student engagement.	5/29/2015 daily
G1.B3.S1.MA3	Classroom walkthroughs/E3	Quarells, Barbara	10/1/2014	Observations of strategies being implemented to increase student engagement.	5/29/2015 daily
G1.B3.S1.MA1	Professional development will take place according to the schedule.	Sanders, Susan	10/1/2014	Administration will attend all professional development.	5/29/2015 monthly
G1.B5.S1.MA1	Data discussions at grade level and leadership meetings	Sanders, Susan	10/13/2014	Student Scores	5/29/2015 quarterly
G1.B5.S1.MA1	DE training will take place according to the schedule.	Sanders, Susan	10/13/2014	Administration will attend trainings.	5/29/2015 quarterly
G2.MA1	Will review data weekly for tracking toward improvement of daily attendance	Nims, Amber	8/18/2014	School-Wide Behavior Management Plan	5/29/2015 quarterly
G2.B3.S1.MA1	Will review attendance data	Nims, Amber	8/18/2014	School-Wide Behavior Management Plan	5/29/2015 quarterly
G2.B3.S1.MA1	Will provide data on daily attendance on the School-Wide Behavior Management Plan	Nims, Amber	8/18/2014	School-Wide Behavior Management Plan	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement

G1.B3 Traditional teaching methods

G1.B3.S1 Increase student engagement.

PD Opportunity 1

Teachers will participate in professional development on Kagan Strategies.

Facilitator

Kathy Monk, Betsy Caddell

Participants

Faculty

Schedule

Monthly, from 10/1/2014 to 5/29/2015

PD Opportunity 2

Teachers will participate in professional development on Marcia Tate strategies.

Facilitator

Various teachers trained by Marcia Tate

Participants

Faculty

Schedule

Monthly, from 8/18/2014 to 5/29/2015

PD Opportunity 3

Teachers will participate in professional development on Visible Learning innovations/influences.

Facilitator

Various teachers trained in Visible Learning

Participants

Faculty

Schedule

Semiannually, from 11/3/2014 to 5/29/2015

PD Opportunity 4

Teachers will participate in professional development on Whole Brain Strategies.

Facilitator

Dynita Bufford

Participants

Faculty

Schedule

On 1/5/2015

G1.B5 Limited understanding of how to use a variety of data to drive instruction

G1.B5.S1 Offer a variety of DE Trainings

PD Opportunity 1

Offer a variety of DE training options

Facilitator

DE Teacher Trainers

Participants

Faculty

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase student achievement	1,235
Grand Total	**1,235**

Goal 1: Increase student achievement		
Description	**Source**	**Total**
B3.S1.A3 - Substitutes for teacher leaders	Title I Part A	600
B3.S1.A4	Title I Part A	0
B3.S1.A4	Title I Part A	0
B3.S1.A4	Title I Part A	0
B3.S1.A4 - Book: Whole Brain Teaching for Challenging Kids	Other	635
Total Goal 1		**1,235**